

AN ANALYSIS OF STUDENTS' ENGLISH SPEAKING ANXIETY IN
LEARNING NARRATIVE TEXT THROUGH ONLINE LEARNING
AT GRADE X MAN 1 INDRAGIRI HILIR

Siti Zakiyah Drajat¹, Sri Erma Purwanti², Felci Tria Sauhana³

^{1,2,3} Universitas Islam Indragiri – Riau Indonesia

Email: ¹sitizakiyahd@gmail.com, ²sri88erma@gmail.com,
³sauhanafelcitria@gmail.com

Abstract

Keywords: Speaking anxiety was the main problem in this research. *Speaking Anxiety, Narrative Text, Online Learning* Students found it was difficult in pronouncing or spelling the words and they were afraid of making mistakes in speaking English. This research was aimed to find out the level of students' English speaking anxiety in learning narrative text through online learning. This research was conducted at MAN 1 Indragiri Hilir, Tembilahan. The participants of this research were the students at grade XI IPA 2 MAN 1 Indragiri Hilir which consists of 34 students. Sampling was done by using purposive sampling technique. This research used a quantitative descriptive method and distributed questionnaires to collect the data. Based on the result of the research, there were 7 indicators of speaking anxiety. They were being blank, forgetting the words they have read, unable to say what they know, less interested in the learning process, silent, afraid of miscommunication, and avoid talking. The result was 70,43% in the anxious category. Based on the result of this research, it was concluded that most of the students of grade XI IPA 2 MAN 1 Indragiri Hilir were still have the speaking anxiety problem.

Kata Kunci: *Kecemasan Berbicara, Teks Naratif, Pembelajaran Online*

Abstrak Kecemasan berbicara menjadi masalah utama dalam penelitian ini. Para siswa merasa sulit dalam mengucapkan atau mengeja kata-kata dan mereka takut membuat kesalahan dalam berbicara Bahasa Inggris. Penelitian ini bertujuan untuk mengetahui tingkat kecemasan berbicara Bahasa Inggris siswa dalam pembelajaran teks naratif melalui pembelajaran online. Penelitian ini dilakukan di MAN 1 Indragiri Hilir, Tembilahan dengan partisipan yaitu siswa kelas XI IPA 2 MAN 1 Indragiri Hilir yang berjumlah 34 siswa. Pengambilan sampel dilakukan dengan menggunakan

teknik *purposive sampling*. Penelitian ini menggunakan metode deskriptif kuantitatif dengan menyebarkan kuesioner untuk mengumpulkan data. Berdasarkan hasil penelitian diperoleh 7 indikator kecemasan berbicara. Siswa merasa *blank*, lupa kosakata yang dibaca, tidak bisa mengatakan apa yang diketahui, kurang tertarik pada proses pembelajaran, diam, takut miskomunikasi, dan menghindari berbicara. Berdasarkan analisis tersebut, disimpulkan bahwa hasil penelitian ini menunjukkan bahwa “lupa kosakata yang telah dibaca” merupakan indikator dominan kecemasan siswa dengan kategori sangat cemas (80%). Hasilnya adalah 70,43% pada kecemasan kategori. Berdasarkan hasil penelitian ini, ditemukan bahwa sebagian besar siswa masih mengalami kecemasan dalam berbicara Bahasa Inggris.

INTRODUCTION

Speaking is the ability to pronounce articulation sounds or words to express and convey thoughts, ideas, and feelings. The purpose of speaking is to communicate. Communication is the sending and receiving of messages or information among people so that the message can be understood. Therefore, in order to the message to be conveyed effectively, the speaker has to understand what is being conveyed or communicated. Through speaking students can deliver opinions, suggestions, and ask questions to someone or listeners verbally. According to Brown (2004: 140) speaking is a productive skill which can only be observed through direct and empirical listening skills, these observations are constantly colored with accuracy and effectiveness. It means, speaking ability is one of the most important ability to be mastered by the language learners.

This is, Language learners (LLs) can understand and speak fluently if they understand a way to pronounce ideas through language, the way to pronounce them correctly with the rules of the target language, and what vocabulary to use. However, many students still feel that speaking English is very difficult. According to an interview that have been conducted with an English teacher at grade X in MAN 1 Indragiri Hilir, he said that the students were lack of vocabulary mastery to support speaking skills and found it difficult in pronouncing or spelling the words. The students felt uncomfortable in speaking

because they were afraid of making mistakes in speaking English so that their friends would laugh and criticized. Therefore, one of the problems experienced students in speaking English in class is feeling anxious.

According to Osborne in Dian Pratiwi (2017: 47), feeling of anxiety arises because of a physical fear of the listener, that is, afraid of being laughed at, afraid that he/she will be seen by people, afraid that what will be presented may not be worth mentioning, and the fear that he/she may be boring. Individuals who are shy and socially anxious tend to withdraw and are ineffective in social interactions, not fluent in speech and difficulty in concentration is possible because of the individual. According to Monarth & Kase in Khairunisa (2019: 217), the emotional factor of public speaking anxiety is, when we show a fear situation we experience physiological, cognitive and behavioral responses that describe the situation so that we ourselves develop that fear of a particular situation. These individuals tend to feel anxious, afraid, worry, feel it is not easy to deal with social situations, tense, panic and nervous to face situations of public speaking. When individuals avoid these public speaking situations they realize the implications for their careers and social life.

This causes feelings of depression, rumination, frustration, hopelessness and feelings of fear. According to Nevid (2005: 3) in Lies (2013: 4), anxiety is influenced by several factors including behavioral, cognitive and emotional factors. The form of the emotional factor is emotional stability when facing external stimuli which in this research is called emotional stability. According to Sharma (2006: 30) in Lies (2013: 4), that emotional stability is characterized by a firm personality, not easily angered or disturbed, balanced and able to remain in the same status. Emotional stability according to Semium (2006: 4), emotional instability is extreme instability and fluctuating emotional responses. One form that is often seen is mood swings, in which individuals switch quickly from one extreme to another. From this opinion, it can be concluded that emotional stability is a state in which a person is able to control his mood in any condition. Characteristics of stable emotions including the absence of rapid and erratic

changes in feelings, cheerfulness, self-confidence, realistic and optimistic attitude, not obsessed with feelings of guilt, anxiety or loneliness.

People who have good stability can prevent anxiety. This is in accordance with several studies which show that anxiety is related to emotional stability, this can be proven from the theory of Nevid (2005: 3) in Lies (2013: 4), which says anxiety is influenced by the emotional form of the emotional itself, namely emotional stability when facing external stimuli which in this research. This is called emotional stability.

In English lessons, there is a text called narrative text which is studied by students of SMA. Narrative text is a text which uses spoken or written language (Anderson M & Anderson K, 1997: 2). According to Rebecca (2003: 1) in Fenti Susilawati (2017: 103) Narrative text is a text that connects a series of related logical and chronological events caused or experienced by factors. So, narrative text is a type of text that tells a series of events in a chronological or interconnected system. It is generally imaginative, not real or in the form of the imagination of the author.

School is institutions that are expected to shape the character of young generations. In this context, education is interpreted as a process to humanize humans to become fully human through education, mindsets, values, and norms in society are sown (Pratama, RE & Mulyani S, 2020: 50). Face-to-face school (offline) or called normal situation is the most effective way in the teaching and learning process where students and teachers can directly interact, ask questions and discuss. In learning English, especially narrative text material, where there is an assessment of speaking such as storytelling. The learning method in this normal situation, when learning speaking, students immediately perform or present in front of the class in front of friends and teachers.

On the other hand, current learning situation, which is online, in speaking class they apply it by making videos. According to Moore, Dickson-Deane, & Galyen (2011: 3) in *Jurnal Ilmiah Pendidikan Biologi* (2020: 216), he said that online learning is learning that uses the internet network with accessibility, connectivity, flexibility and the ability to generate different types of learning

interactions. There are various applications that are used to support the implementation of learning such as Zoom, Google Classroom, Telegram, WhatsApp etc.

Based on the research done by Setiadi (2012:5), the finding shows that there are 3 factors that cause students' anxiety in their presentation at English department proposal seminar; they are lack of preparation, lack of confidence and lack of motivation. It was also found by Asyifa (2019:1) and friends that It was revealed that the factors that make students feel anxious in speaking in English were lack of preparation, afraid of left behind in understanding the material or what the teacher talks about, afraid of making mistakes, afraid of being laughed by his/her friends, unconfident to spell, pronounce and select the words in English. Meanwhile, Based on the pre-observation of the researcher, in this research, there are three general problems, namely students were lack of vocabulary, found it difficult in pronouncing or spelling the words and afraid of making mistakes. Teachers should be aware of speaking anxiety in the class. Because anxiety is an important factor that affects the students learning process. So, the researcher focused on analyzing the level of students' English speaking anxiety in learning narrative in online learning at grade X MAN 1 Indragiri Hilir.

METHOD

The type of research used in this research was descriptive quantitative. According to Sugiyono (2019: 17) quantitative research is defined as a method research based on the philosophy of positivism, used to examine on a particular population or sample, data collection using instrument research, data analysis is quantitative/statistical, with the aim of testing established hypothesis. Quantitative descriptive where the data obtained in the form of numbers which are then analyzed, by means of collect, clarify according to the reality of the field, then can be used as a basis for drawing conclusion. From the opinions above, the researcher was concluded that descriptive quantitative was a research method in which the data analysis deals with statistics and numbers to draw a research

conclusion. The reason the researcher choose this type of research was because want to find out the level of students' English speaking anxiety in learning narrative text through online learning at grade X MAN 1 Indragiri Hilir. This research was conducted at MAN 1 Indragiri Hilir, Tembilahan. The participants of this research were the students at grade XI IPA 2 MAN 1 Indragiri Hilir which consists of 34 students. Sampling was done by using purposive sampling technique. It was done by distributed questionnaires to collect the data.

Table 1. Scoring for Questionnaire Answers

Respondent's answer	Score
Strongly Agree (SA)	5
Agree (A)	4
Neutral (N)	3
Disagree (D)	2
Strongly Disagree (SD)	1

(Source: Sugiyono, 2017: 94)

1. Determining Scoring of Likert Scale

Formula: $T \times P_n$

T = Total number of respondents who chose

P_n = Choice of Likert score numbers

Example:

12 students answer strongly agree = $12 \times 5 = 60$

8 students answer agree = $8 \times 4 = 32$

5 students answer neutral = $5 \times 3 = 15$

6 students answer disagree = $6 \times 2 = 12$

3 students answer strongly disagree = $3 \times 1 = 3$

2. Calculation Score Interpretation

Determine the highest and the lowest score. In order to get the interpretation results, it must first be known the highest score (X) and the lowest score (Y) for the assessment item with the following formula:

Y = Likert's highest score x number of respondents

= $5 \times 34 = 170$

$$X = \text{the lowest score likert} \times \text{number of respondents}$$

$$= 1 \times 34 = 34$$

3. Determine Interval

$$\text{Formula: } \frac{100}{\text{Total Score (Likert)}}$$

$$I = 100/5 = 20$$

Table 2. Interval Score

Likert Scale Classification/Level	Score Interpretation
Strongly Agree/Very Anxious	80 – 100%
Agree/Anxious	60 – 79,99%
Neutral/Mildly Anxious	40 - 59,99%
Disagree/Relaxed	20 - 39,99%
Strongly Disagree/Very Relaxed	0 - 19,99%

4. Final Completion

$$\text{Total Score} / Y \times 100\%$$

$$122/170 \times 100\% = 72\%$$

FINDING AND DISCUSSION

Findings

Table 3. Recapitulation of Students' Choice for All Statements

Likert Scale	Mean Score	Pn	Total
Strongly Agree	7,42	5	37,1
Agree	11,74	4	46,96
Neutral	7,79	3	23,37
Disagree	5,26	2	10,52
Strongly Disagree	1,79	1	1,79
Total Score			119,74

$$Y = \text{The highest score likert} \times \text{number of respondents}$$

$$= 55 \times 34 = 170$$

$$X = \text{The lowest score likert} \times \text{number of respondents}$$

$$= 1 \times 34 = 34$$

$$\begin{aligned} & \text{Total Score} / Y \times 100\% \\ & = 119,74 / 170 \times 100\% \\ & = 70,34\% \end{aligned}$$

It was revealed that, from the questionnaire it can be seen that the percentage of students' English speaking anxiety has reached 70,43%, which mean it was included in the anxious category.

Table 4. Distribution of Students' English Speaking Anxiety

Score	Classification	Frequency	Percentage
80 – 100,0%	Very Anxious	11	32,35%
60 – 79,99%	Anxious	20	58,82%
40 – 59,99%	Mildly Anxious	3	8,82%
20 – 39,99%	Relaxed	0	0%
00 – 19,99%	Very Relaxed	0	0%

The result shown that there were 11 students (32,35%) who are categorized as very anxious of speaking anxiety. Then, there were 20 students (58,82%) who are categorized as anxious of speaking anxiety. There were 3 students (8,82%) who are categorized as mildly anxious of speaking anxiety. Next, 0 student is categorized relaxed and very relaxed. From the distribution above, it was found that “anxious” was the most frequent level students' English speaking anxiety through online learning. Based on the data presentation, it was found out data about students' English speaking anxiety in learning narrative text through online learning at grade X MAN 1 Indragiri Hilir. The result of questionnaire based on the indicators speaking anxiety was 70,43%, which mean anxious. This had been proven from 19 statements, there were 17 statements in the anxious category. The result based on individually, it can be explained that 12 students with very anxious category, 19 students with anxious category, 3 students with mildly anxious category, and no one with relaxed and very relaxed category. From 7 indicators of speaking anxiety, there was 1 indicator namely forgetting the words they had read in the very anxious category. Then for 6 another indicators namely; being blank, unable to say what they knew, less interested in the learning

process, silent, afraid of miscommunication and avoided talking in the anxious category.

In conclusion, from the data above it can be concluded that the students at grade X MAN 1 Indragiri Hilir had a problem with speaking anxiety in online learning. They were still afraid and hesitant to appear speaking English. The research showed that the students' English speaking anxiety was in anxious level.

Discussion

Table 5 Recapitulation of Students' Choice for All Statements

Likert Scale	Mean Score	Pn	Total
Strongly Agree	7,42	5	37,1
Agree	11,74	4	46,96
Neutral	7,79	3	23,37
Disagree	5,26	2	10,52
Strongly Disagree	1,79	1	1,79
Total Score			119,74

$Y = \text{The highest score likert} \times \text{number of respondents}$

$$= 5 \times 34 = 170$$

$X = \text{The lowest score likert} \times \text{number of respondents}$

$$= 1 \times 34 = 34$$

$\text{Total score} / Y \times 100\%$

$$= 119,74 / 170 \times 100\%$$

$$= 70,43\%$$

It was revealed that, from the questionnaire it could be seen that the percentage of students' English speaking anxiety had reached 70,43%, which mean it was included in the anxious category.

Table 6 Distribution of Students' English Speaking Anxiety

Score	Classification	Frequency	Percentage
80 – 100,0%	Very Anxious	11	32,35%
60 – 79,99%	Anxious	20	58,82%
40 – 59,99%	Mildly Anxious	3	8,82%
20 – 39,99%	Relaxed	0	0%
00 – 19,99%	Very Relaxed	0	0%

The result showed that there were 11 students (32,35%) who are categorized as very anxious of speaking anxiety. Then, there were 20 students (58,82%) who are categorized as anxious of speaking anxiety. There were 3 students (8,82%) who are categorized as mildly anxious of speaking anxiety. Next, 0 student is categorized relaxed and very relaxed. From the distribution above, it was found that “anxious” was the most frequent level students’ English speaking anxiety through online learning.

CONCLUSION

The result of questionnaire students’ English speaking anxiety that was 70,43% in the anxious category. This means that the students at grade X MAN 1 Indragiri Hilir have problem with speaking anxiety through online learning. Based on each indicators it was found that from 7 indicators students were anxious in 6 indicators namely being blank, unable to say what they know, less interested in the learning process, silent, afraid of miscommunication, and avoid talking. Then 1 indicator was very anxious namely forgetting the words they have read.

Based on the data above, students’ English speaking anxiety in learning narrative text through online learning was in anxious level, which means that most of the students are still have speaking anxiety to speak English in the class. Therefore, it is important for the English teacher to be aware of anxiety among their students.

REFERENCES

- Elaine, K dkk. (2019). Foreign Language Classroom Anxiety. *The Modern Journal Language Jornal*. Vol. 70, No.2 Accessed on 13 Januari 2022 from <http://www.jstor.org/stable/327317>
- Isnaini, N. (2018). *An Analysis of Students’ Speaking Anxiety Students of English Foreign Language (EFL) at the Fifth Semester English Department of UIN RadenIntanLampung.Skripsi*. UINRadenIntanLampung.Lampung.Retrieved from <https://www.google.com/search?q=Isnaini%2C+N.+2018.+An+Analysis+of+Students%E2%80%99+Speaking+Anxiety+Students+of+English+>

[Foreign+Language+%28EFL%29+at+the+Fifth+Semester+English+Department+of+UIN+Raden+Intan+Lampung.+&ei=nIcAYrfOIuGX4-EP-ZCqiAw&ved=0ahUKewi3jJOqyez1AhXhyzgGHXmICsEQ4dUDCA0&uact=5&oq=Isnaini%2C+N.+2018.+An+Analysis+of+Students%E2%80%99+Speaking+Anxiety+Students+of+English+Foreign+Language+%28EFL%29+at+the+Fifth+Semester+English+Department+of+UIN+Raden+Intan+Lampung.+&gs_lcp=Cgdnd3Mtd2l6EAMyFAgAEOoCELQCEIoDELcDENQDEOUCSgQIQRgASgQIRhgAULQHWLQHYMAWaAFwAHgAgAEAiAEAkgeAMAEAoAEBoAECsAEBwAEB&sclient=gws-wiz#](https://ejournal.unisi.ac.id/index.php/eji/Foreign+Language+%28EFL%29+at+the+Fifth+Semester+English+Department+of+UIN+Raden+Intan+Lampung.+&ei=nIcAYrfOIuGX4-EP-ZCqiAw&ved=0ahUKewi3jJOqyez1AhXhyzgGHXmICsEQ4dUDCA0&uact=5&oq=Isnaini%2C+N.+2018.+An+Analysis+of+Students%E2%80%99+Speaking+Anxiety+Students+of+English+Foreign+Language+%28EFL%29+at+the+Fifth+Semester+English+Department+of+UIN+Raden+Intan+Lampung.+&gs_lcp=Cgdnd3Mtd2l6EAMyFAgAEOoCELQCEIoDELcDENQDEOUCSgQIQRgASgQIRhgAULQHWLQHYMAWaAFwAHgAgAEAiAEAkgeAMAEAoAEBoAECsAEBwAEB&sclient=gws-wiz#)

Khairunisa (2019). Kecemasan Berbicara di Depan Kelas pada Peserta Didik Sekolah Dasar. *Jurnal Tunas Bangsa Vol. 6, No. 2* Accessed on 12 Mei 2022 from

<https://ejournal.bbg.ac.id/tunasbangsa/article/download/959/897/>

Majid, RF. (2021). *An Analysis of Students' Speaking Anxiety on Virtual Learning during the Covid-19 Pandemic (Case Study at the Second Grade of Sekolah Menengah Kejuruan Negeri (SMKN) 3 Enrekang, Skripsi*. Institut Agama Islam Negeri Parepare. Accessed on 24 Mei 2022 from

<http://repository.iainpare.ac.id/2833/>

Ningsih, SA & Agustin, I. (2022). Students' Anxiety in Speaking English during Online Class. *Jurnal Dedikasi Pendidikan, Vo. 6, No. 1, 53-58*. Accessed on 24 Mei 2022 from <http://jurnal.abulyatama.ac.id/dedikasi>

Nur, LT. (2013). *Hubungan Antara Kestabilan Emosi dan Kepercayaan Diri Dengan Kecemasan Menghadapi Ujian Nasional*. Skripsi. Universitas Surakarta. Accessed on 13 Mei 2022 from http://eprints.ums.ac.id/31566/9/11_naskah_publicasi.pdf

Nurdiansyah dan Eni Fariyatul. (2016). *Inovasi Model Pembelajaran Sesuai Kurikulum 2013*. Sidoarjo: Nizamial Learning Center

Pratama, RE & Mulyani, S. (2020) Pembelajaran Daring dan Luring pada Masa Pandemi Covid-19. *Jurnal Untirta*. Vol. 1 No. 2 Accessed on 01 Januari 2022 from

<http://jurnal.untirta.ac.id/index.php/GAGASAN/article/view/9405>

Pratiwi, Dian. (2017). *Hubungan Antara Religiusitas dengan Kecemasan Menghadapi Kematian pada Lansia di Balai Rehsos Dharma Putera Purworejo "WilosoWredo*. Skripsi thesis, Universitas MercuBuana Yogyakarta. Accessed on 12 Mei 2022 from <http://eprints.mercubuana-yogya.ac.id/586/>

- Sadikin A &HamidahA .(2020). Pembelajaran Daring di Tengah Wabah Covid-19.*Biodik: Jurnal Ilmiah Pendidikan Biologi*. Volume 6, Nomor 2, 214-224. Accessed on 12 Maret 2022 from <https://online-journal.unja.ac.id/biodik>
- Salmawati. (2021). *An Analysis of Speaking Anxiety in Online Learning at Third Semester of English Program at IAIN Parepare*. Skripsi. Institut Agama Islam Negeri Parepare. Accessed on 24 Mei 2022 from <http://repository.iainpare.ac.id/2922/>
- Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta
- Susilawati, F. (2017). Teaching Writing of Narrative Text Through Digital Comic. *Journal of English and Education*. Vol. 5, No. 2 Accessed on 28 Desember 2021 from <http://ejournal.epi.edu/index.php/L-E/article/view/9939>